

Curric Affairs Committee 25 August 2014 Agenda 9 – 11 am Chanc Conf Rm

audio conference information: 1-800-893-8850 Participants' PIN: 1109306

invited: Brian Cook, Catherine Hanks, Cindy Hardy, Dennis Moser, Joan Hornig (can't make this time), Ken Abramowicz, Rainer Newberry, Rob Duke (remote), Todd Radenbaugh (remote), Doug Goering, Jayne Harvie, Alex Fitts, Carol Gering, Casey Byrne, Holly Sherouse, Libby Eddy, Linda Hapsmith, Stacey Howdeshell, Jonathan Rosenberg, Leah Berman

I. Introduction to the issues facing us today and this semester – rj newberry
(note: we will know more following Joint UA Deans Meeting 26 Aug)

II. Election of chair for Curricular Affairs and Curriculum Review committee

III. Attempt to set meetings day/time for semester: RJN suggests alternate Monday afternoons which do not conflict with Faculty Senate meetings = Sept 15, 29; Oct 13, 27; Nov 10,24; Dec 8

IV. Proposed statement to go to Fac Senate as part of their pre-meeting package and to be basis for short presentation & Discussion at Fac Senate Meeting (attachment 1)

Strategy: Divide Overall Requirements for Baccalaureate Degrees into two parts

(a) General Education Requirements (= 'identical' at UAA, UAS, UAF)

(b) Baccalaureate Requirements (= unique to UAF)

V. PROPOSED MOTIONS TO FAC SENATE

Motion#1: to approve proposed changes in GER Regulations (as specified, attach 1)

MOTION #2

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The Curricular Affairs Committee moves that the Faculty Senate submit the following changes to the UAF baccalaureate requirements for a faculty vote of approval:

Each student must complete a capstone experience in the student's major or program, as described below. It will be the responsibility of each Department, Program, and (or) College/School to create, deliver, evaluate, and assess their capstone experience.

Rationale: This change is proposed in support of satisfying UAF's Learning outcome #4: *"Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."*

Many UAF Departments and Programs currently have baccalaureate capstone experience requirements; the purpose of this change is to create a UAF-wide requirement. Hence, we envision this proposed change as not adding a significant burden to UAF faculty and students.

Proposed criteria for Capstone Experience

The Capstone experience will demonstrate students' ability to integrate a wide range of learning. Students will make connections among ideas, skills, and bodies of knowledge, and will synthesize and transfer their learning to new, complex areas of inquiry, products, or situations within or beyond conventional coursework. Specifically, the Capstone will:

- Require that students demonstrate the appropriate skill levels in communication and (as appropriate) quantification.
- Integrate learning from major requirements.
- Guide students through a project or experience relevant to their educational goals
- Provide a basis for evaluating student performance
- Make completion of most General Education Requirements a prerequisite.
- Be suitable as a means for assessing the major requirements

Proposed Instructional Objectives

The student will integrate and apply learning from multiple disciplines and skill sets.

The student will demonstrate an ability to contribute to existing bodies of knowledge, work in professional settings, and (or) create products relevant to the student's further educational, career and life goals.

The experience will demonstrate the student possesses intellectual and practical capabilities at a level expected of one receiving a baccalaureate degree from a major university.

Each student will complete a body of work as the culmination of the student's baccalaureate education

Course examples

NORS 484 W/O Seminar in Northern Studies: An interdisciplinary seminar focusing on topics relating to the North with emphasis on the physical sciences, the peoples, and the socioeconomic and political aspects of the area. Specialists in the various fields will assign readings and conduct discussions. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; junior standing; or permission of instructor. (3+0)

PS F499 W Senior Thesis: Thesis will draw from the literature in at least two sub-fields of political science (U.S. government/politics, political theory, public law, comparative politics, international relations) in its analysis. Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; PS F101; PS F222; senior standing; permission of instructor. (1.5+0+7.5)

MOTION #3A

The Curricular Affairs Committee moves that the Faculty Senate submit the following change to the UAF baccalaureate requirements for a faculty vote of approval:

Replace the current requirement for 2 written-intensive and one oral intensive class with three courses marked 'C', that integrate several kinds of communication practices with upper-division content, typically in a student's major, as described below.

Draft Guidelines for 'C' courses Minimum criteria for course approval:

1. Explicitly address at least three of these objectives:

- A. Students will be able to revise written work in response to instructor and peer feedback.
- B. Students will be able to write effectively for diverse audiences.
- C. Students will be able to recognize and navigate the concepts, genres, and conventions of the course discipline.
- D. Students will be able to select appropriate writing technologies to collaborate in personal, professional and civic relationships.
- E. Students will be able to listen effectively and respond effectively to communication practices in the course.

2. At least 50% of the grade must come from assignments utilizing the types of writing and combination of written and non-written forms of communication most appropriate to disciplinary needs and standards and course content. Non-written forms of communication may include, but are not limited to: oral presentations, discussions, training, videography, podcasting, or performance.

3. Provide guided and prompt feedback and opportunities for student revision on student projects, presentations, and papers.

4. In addition to written and spoken communication, address other forms of communication in the course discipline, such as reading and listening and multimodal, digital, or visual communication.

5. Address and practice accurate and ethical referencing/citation practices of source material as it pertains to source authority, academic honesty, and personal credibility.

6. Faculty must have attended a training workshop, to be offered every semester

Rationale: This change is proposed in support of satisfying UAF's Learning outcome #4: "Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning. *Preparation will be demonstrated through production of a creative or scholarly project that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.*"

Notes concerning the proposed requirement:

1. The ultimate rules for 'C' courses are not yet fixed; these are the proposed rules and are included to give faculty members a better understanding of what the 'C' courses would likely entail.
2. Based on the above, all existing O and W courses would need to be revised and reviewed to qualify for 'C' status. None would automatically become 'C' courses.
3. It is not clear how current W,O or W, O_{1/2} courses would fit into this scheme. Would they become C2, C², or simply be counted as 'C'?
4. Although the majority of Curricular Affairs Committee members do not favor the motion, out of respect to the GERC sub-committee of CAC, we offer it to the Faculty Senate for their consideration.

MOTION #3B

The Curricular Affairs Committee moves that the Faculty Senate submit the following change to the UAF baccalaureate requirements for a faculty vote of approval:

"Replace the current requirement for two written-intensive and one oral-intensive class with a requirement that all baccalaureate degrees contain a communication element integrated within the upper-division course requirements."

The School/College/Program/Department (i.e., hereafter referred to as the applicable unit) in control of each degree is responsible for creating a specific list of communication objectives for each degree and implementing a plan to integrate appropriate communication components within the degree course requirements. The applicable unit shall also create appropriate assessment criteria, collect and review relevant assessment data, and take appropriate actions to close-the-loop in the assessment process. The applicable unit will report on communication actions in a separate section of the report filed as part of the regular UAF program review process.

Rationale

The motion is intended to de-centralize UAF's communications requirements beyond the 34-credit UA GER. Assessment and monitoring of the existing communications requirement has been difficult and ineffective. The current system of 2Ws + 1 O is conceptually simple and easy to enforce on students but is a 'one size fits all' approach to a complex problem. Having a single set of rules for the O and W classes theoretically makes them possess uniform characteristics—but in practice neither course content nor effectiveness are actually monitored. Piggybacking on the existing assessment and program review processes will likely increase the effectiveness of both monitoring student communications outcomes and taking more appropriate remedial action that may be necessary to ensure that students meet the communication objectives. Use of the existing assessment and program review processes will potentially be more efficient for both faculty and administrators.

Taking this approach would allow individual applicable units to tailor their communications requirements to the specific needs of students in a given applicable unit. Both the number of courses to be so required and the content of the courses would potentially vary across between applicable units.

Taking this approach would require that each applicable unit take responsibility for ensuring the communications abilities of its students. This is both a golden opportunity and a heavy responsibility.

MOTION#4 FOR DISCUSSION ONLY AT THIS TIME

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The Curricular Affairs Committee moves that the Faculty Senate submit the following changes to the UAF baccalaureate requirements for a faculty vote of approval:

Each student must take one course with each of these attributes:

- (E) Civic Engagement (3 credits)
- (A) Alaska and the Circumpolar North (3 credits)
- (D) Intercultural Competence and Diversity (3 credits)

Courses taken to satisfy these (E, A, D) requirements may also satisfy any other baccalaureate requirements.

Total credits to meet this requirement: 9 credits

Total credits in addition to the GER required to satisfy this requirement: 0 credits

Explanatory Notes

(E) **attribute courses** will offer coursework and/or experiential learning opportunities that enhance students' understanding in at least one of the following areas: civic identity and commitment, civic communication, civic action and reflection, and civic contexts and structures. These courses will include either direct civic engagement (e.g. a service learning project) with an academic reflection on the experience; address multiple ethical frameworks that inform

relationships within and among communities; or explore how historical contexts, issues and developments shape human conflicts and interdependencies from local to global and inform the search for possible solutions to contemporary social problems

(A) attribute courses include topics such as Alaska/northern ecosystems and/or climate change; indigenous peoples, languages and world views; intercultural relations and politics in Alaska and the Arctic; economic development, industry, engineering challenges, and their relation to the environment in the north; natural resources and systems. Courses with this attribute address Alaskan and circumpolar issues as a substantial component of the course and have at least 50% of the readings and assignments of the course devoted to topics relating to Alaska and the circumpolar North.

(D) attribute courses will place social justice in historical and political context; enable students to articulate insights into their own cultural rules and biases; demonstrate a complex understanding of the complexity of the history, values, politics, beliefs, and practices of other cultures; interpret intercultural experiences from more than one worldview; and articulate a complex understanding of cultural differences in verbal and non-verbal communication. Courses in this category may focus on differences among people in the United States and/or on understanding contemporary issues from a global perspective or understanding cultures and societies different from those in the United States. Such courses explicitly address at least two of the instructional objectives listed above; address issues of race, ethnicity, gender and sexual identity, and other markers of cultural difference as a substantial component of the course; emphasize the cultural interactions between the Western and non-Western worlds, and/or the interplay between various identity groups within the United States; and have at least 50% of the readings and assignments of the course devoted to topics relating to diversity and intercultural competence.

- Students will be provided with lists of courses with these attributes and such courses will also be indicated in their catalog descriptions. Faculty Senate committees will determine whether a course should have a certain attribute based on the above criterion.
- These requirements should not necessitate taking additional credits to satisfy a student's common baccalaureate requirements, although depending on the choices, the courses could increase that total.
- Majors are not required to offer courses marked A, E, or D.
- It is intended that foreign languages, Alaska Native or American Sign Language, and many Study Abroad programs will satisfy the D requirement.

Rationale:

The purpose of this change is to satisfy UAF's General Education Learning Outcome 3: "Acquire Tools for Effective Civic Engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaskan issues. *Facility will be demonstrated through analyses of issues including dimensions of ethics, human and cultural diversity, conflicts and interdependencies, globalization, and sustainability.*"

Why only a discussion item at this time:

The intention of GERC is that a baccalaureate student **could** satisfy the A, D, and E requirements through taking designated Arts/Humanities/Social Science (and possibly Natural Science) courses while satisfying the BOR 34 credit GERS. (They could also satisfy the requirement by taking courses in addition to the 34 minimum if desired, but the intention is to **not add to the credits** required for baccalaureate degrees). BA students can easily take additional courses with A, D, and E attributes without being overloaded with credit requirements because the B.A. also requires an additional '18 credits of social science and humanities courses'. However, other baccalaureate programs do not have the same flexibility.

Based on responses to the GERC proposal, a requirement for adding A,D, and E attributes is only acceptable to schools/colleges with non-B.A. baccalaureate programs IF the attributes can be incorporated within the 34 credit 'General Education Requirements'. However, requirements for the attributes (e.g., ' have at least 50% of the readings and assignments of the course devoted to topics relating to Alaska and the circumpolar North') seemingly violate the **current restriction** of acceptable GER social science courses to "broad survey courses". Further, how do we coordinate with UAA and UAS concerning this addition to the requirements for acceptable GER courses?

In sum, although an A, D, E attribute requirement could be put in place and certainly courses outside of the 34 General Education Requirement credit could be so designated, it's not clear how we can go about incorporating the attributes into the 34 'unified UA General Education' credits. For example, one possible solution is for UAA and UAS to add A, D, and E attributes to their GER courses. Of course, they'd have to agree to do so.

Although the majority of Curricular Affairs Committee members do not favor the motion, we offer it to the Faculty Senate out of respect to the GERC sub-committee of CAC.

Attach1: A statement to the UAF faculty Senate from the Curricular Affairs Committee RE the BOR resolution of 4 April 2014 and impacts on UAF's attempt at 'Core' reform

For the last several years A General Education Revitalization Committee (GERC) [a subcommittee of CAC] has been engaged in proposed changes to UAF's 'CORE' Requirements. One aspect has been to use the terminology 'General Education Requirements (GERs)' in place of 'Core'. An offshoot of this effort has been one to create a single set of UA baccalaureate 'Learning Objectives'.

Meanwhile, The BOR approved this resolution at their 4 April meeting:

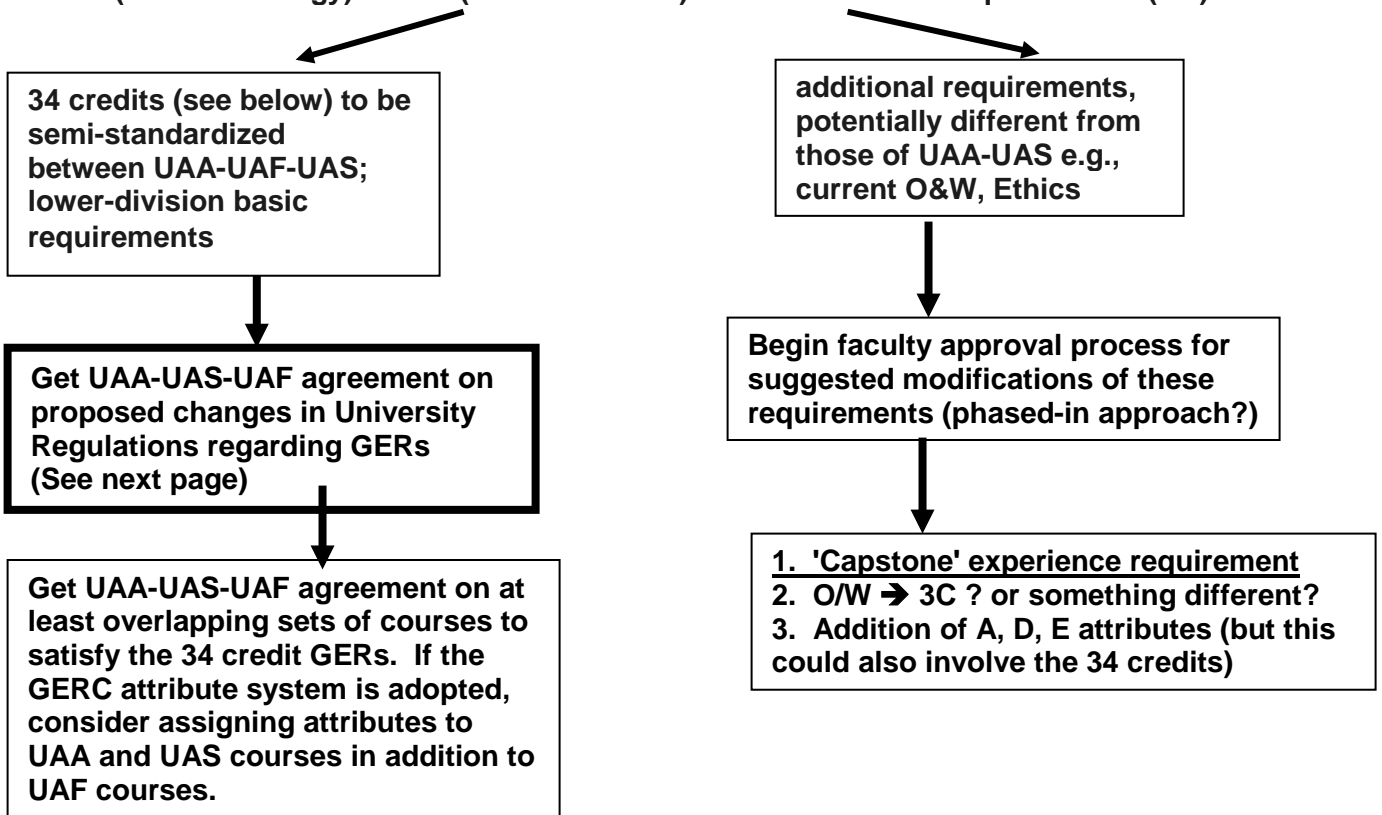
"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements.

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements.

the Board of Regents resolves to **charge** the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016"

Working with the Faculty Senate leadership, CAC proposed (and GERC approved) in April 2014 a multi-prong solution to this 'uniform GER' charge of the BOR.

'CORE' (old terminology) = GER (BOR 34 credits) + 'Baccalaureate Requirements' (BR)



The next page gives (top left) the current UA regulations for courses meeting the 34 credit GER and a proposed alternate version (top right). At the bottom is the current tally of credits required as part of the GER. UA regulations can be changed by agreement of the UAA, UAF, and UAS Faculty Senates (and presumed approval by all Chancellors & President), but--if so--need to be changed soon.

Current University Regulations	Proposed Revised language
Oral Communication Skills	Oral Communication Skills
Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.	Courses that fulfill this requirement provide guided practice in using oral communication as a tool to respond to and to communicate ideas to diverse and changing audiences.
Written Communication Skills	Written Communication Skills
Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.	Courses that fulfill this requirement provide guided practice in using writing as a tool to respond to and to communicate ideas to diverse and changing audiences.
Quantitative Skills	Quantitative Skills
Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem solving skills as well as skills in the manipulation and/or evaluation of quantitative data.	Courses that fulfill this requirement emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and evaluation of quantitative data
Natural Sciences	Natural Sciences
Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.
Arts	Arts
Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.
Humanities	Humanities
Courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.
Social Sciences	Social Sciences
Courses that fulfill this requirement are <u>broad survey courses</u> which provide the student with exposure to the theory, methods, and data of the social sciences.	Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

[bold and underline are added to emphasize differences and are not in current or proposed regulations]

Current General Education University Regulations

Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

Written Communication Skills

6 credits minimum

Oral Communication Skills

3 credits minimum

Humanities/Social Sciences

15 credits minimum [3 unspecified]

at least 3 credits in the arts

at least 3 credits in general humanities

at least 6 credits in the social sciences, from 2 different disciplines

Quantitative Skills/Natural Sciences

10 credits minimum [3 unspecified]

at least 3 credits in mathematics

at least 4 credits in the natural sciences, including a laboratory

Total

34 credits minimum